

**Institute for Curriculum Services' Review of 2014-2016 2nd Draft of
History-Social Science Framework for California Public Schools:
Concerns that Remain Following the Submission of Comments
During the Public Comment Period**
(Offered for Consideration Prior to the Instructional Quality Commission's
History-Social Science Subject Matter
Committee Meeting 3/24/16 in Sacramento)

Earlier this year, the Institute for Curriculum Services (ICS) offered a number of suggestions to improve the accuracy of the 2014-2016 2nd Draft revision of the California History-Social Science Framework, in two separate submissions. ICS greatly appreciates the many suggested changes that have been made to this draft.

A few errors and concerns remain, which ICS has detailed in brief below. ICS sincerely thanks the History Social Science Subject Matter Committee (SMC) for their consideration of our suggested changes during this final evaluation. Suggested additions are underlined and deletions indicated with strikethroughs. **All proposed changes are highlighted in yellow.**

Six of the Major Unresolved Issues (in brief):

- 1. The topic of Ancient Israel should be included in the Introduction's overview list of Grade 6, World History and Geography: Ancient Civilizations, just as it is included later in the Framework itself.**
- 2. In referring to the events relating to the Roman destruction of Jerusalem and the exile of the Jews from that land in the first century, C.E., the text for Grade 7 should use the correct term for the period, "Judea," rather than the anachronistic term, "Palestine."**
- 3. The text should not advise teachers to dismiss the applicability of morality to the study of the Holocaust. Genocide is immoral and history and civics education require thoughtful reflection on lessons we learn from the past.**
- 4. Phrasing for dates of the ancient Israelite kings, Saul, David, And Solomon, should be consistent with terminology used elsewhere in the Framework related to ancient times. Thus, 'probably' should be removed and "around" used instead.**
- 5. "The Cold War, Lesson #2: Decolonization," (which is excerpted in the Draft of the Framework) contains errors, misleading information, biases, and very serious omissions. The Institute for Curriculum Services submitted a review in February ("The**

Cold War, Lesson #2: Decolonization,” History Blueprint, California History Social Science Project (CHSSP)) suggesting that the lesson be deleted from the Framework. We raise this concern again here, because the lesson contains factual errors as well as omissions and instances of bias. **Israel was one of the four countries directly involved in this conflict, in addition to Egypt, France, and Great Britain, so its omission is, at a minimum, factually inaccurate.**

- 6. In the Grade 10 discussion of the post-World War I map of the Middle East, the Framework should identify other critical World War I-era and post-war documents and agreements that impacted the map of the Middle East (the Balfour Declaration is but one relevant document for understanding the changing map).** Changes applied here should be applied elsewhere in the text, where reference is made to the Balfour Declaration and the other important post-WWI agreements.

ICS Follow Up Comments (in depth):

1)

Comment	Grade	Location	Framework	ICS’s Recommended Revision	ICS’s Comment
#2035	Introduction (re Grade 6)	p. 6, lines 121-128	California’s students also need to know the history and geography of the world beyond our national borders. In the middle grades students begin their study of the global past with consideration of the ancient world, from hunter-gatherer societies to the earliest civilizations in Mesopotamia, Egypt, China, and India. Their learning extends into subsequent civilizations such as the ancient Greeks and Romans. Students analyze the relationship between humanity and the physical world, trade, conflict, the development of new political institutions and philosophies, as well as the birth and spread of religious traditions.	California’s students also need to know the history and geography of the world beyond our national borders. In the middle grades students begin their study of the global past with consideration of the ancient world, from hunter-gatherer societies to the earliest civilizations in Mesopotamia, Egypt, ancient Israel , China, and India. Their learning extends into subsequent civilizations such as the ancient Greeks and Romans. Students analyze the relationship between humanity and the physical world, trade, conflict, the development of new political institutions and philosophies, as well as the birth and spread of religious traditions.	The topic of Ancient Israel should be included in the Introduction’s overview list of Grade 6, World History and Geography: Ancient Civilizations for consistency’s sake, just as it is included later in the Framework itself (in agreement with the accepted change for pages 201-2014, lines 571-631).

2)

Comment	Grade	Location	Framework	ICS's Recommended Revision	ICS's Comment
#2623	7	pages 246-247, lines 289-91	However, after some Jews rebelled against Roman rule, the Romans exiled many Jews from Palestine, which led to the diaspora, or spreading out, of Jewish communities across Afroeurasia.	However, after some Jews rebelled against Roman rule, the Romans exiled many Jews from <u>Judea</u> <u>Palestine</u> , which led to <u>the</u> diaspora, or spreading out, of Jewish communities across Afroeurasia.	At this time the land was called Judea. It was only later, in the second century, after the unsuccessful Bar Kokhba revolt in 135 C.E., that the Romans renamed the area as "Syria Palaestina," in an attempt to minimize Jewish connection to the land. Care should be exercised in employing the historically accurate nomenclature—particularly since inaccurate usage can confuse students.

3)

Comment	Grade	Location	Framework	ICS's Recommended Revision	ICS's Comment
#3146	10	pages 470-471, lines 943-953	While on the one hand it is incredibly challenging to teach the enormity and severity of the Jewish experience during the war, teachers also often face challenges when trying to explain to students how "the final solution" could be carried out by Germans. It took thousands of ordinary Germans to operate the machinery of death; the German military, infrastructure, and even economy was mobilized to kill people. While students may want to dismiss and apply moral judgments to all Germans who participated in the extermination, it is	While on the one hand it <u>It</u> is incredibly challenging to teach the enormity and severity of the Jewish experience during the war. Teachers also often face challenges when trying to explain to students how "the Final sSolution" could be carried out by Germans. It took thousands of ordinary Germans to operate the machinery of death; the German military, infrastructure, and even economy was mobilized to kill people. While students may want to dismiss and apply moral judgments to all Germans who participated in the extermination, it is important for teachers to get beyond that moral reaction and to emphasize how in wartime, ordinary people do terrible things and they should trace how the German machinery of death grew as large as it did, and why Germans were complicit in it. Lessons on the subject should create a safe space and structured way for students to share a range of reactions and a forum for discussing complicity and moral responsibility. Students may ponder what moral lessons they have learned about the dangers	The text should delete a statement that is offensive and inappropriate from its presentation of the Holocaust: The instruction to teachers to dismiss the enormity of German Nazi crimes and help students "get beyond that moral reaction" is dismissive of the applicability of morality to study of the Holocaust in particular and to criminal behavior in history in general. If civics is a value in education, history education requires thoughtful reflection on lessons we can learn from the past. The Framework should not minimize genocide by instructing teachers to "emphasize how in wartime, ordinary people do terrible things." The Framework can help teachers guide students in expressing their emotions while providing room for

			important for teachers to get beyond that moral reaction and to emphasize how in wartime, ordinary people do terrible things and they should trace how the German machinery of death grew as large as it did, and why Germans were complicit in it.	<u>of prejudice, discrimination, racism, and blind obedience to authority.</u>	<p>them to learn lessons from German participation in genocide. We suggest a brief addition to help teachers guide students in exploring and reacting to this difficult chapter in history.</p> <p>The “Final Solution” should be capitalized, as is the norm. The text presents it in lower case.</p>
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Comment	Grade	Location	Framework	ICS’s Recommended Revision	ICS’s Comment
#2419	6	p. 203, lines 609-611	After the Exodus, Saul, David, and Solomon—three successive kings who probably lived in the eleventh and tenth centuries BCE—united the land of Israel into a state.	After the Exodus, Saul, David, and Solomon—three successive kings who <u>probably</u> lived <u>around in</u> the eleventh and tenth centuries BCE—united the land of Israel into a state.	Phrasing for dates of the ancient Israelite kings, Saul, David, And Solomon, should be consistent with terminology used elsewhere in the Framework. The current phrasing (“probably”) is not used elsewhere in the Framework, where ancient dates and are referred to by terms like “about,” “around,” and “approximately.”

5)

Comment	Grade	Location	Framework	ICS’s Recommended Revision	ICS’s Comment
#3164	10	page 477, line 1077, Classroom Example “Why and How was the Cold War Fought?”	Students then analyze Nasser’s 1956 speech as primary source evidence for their participation in a mock Suez Canal Conference, where groups represent one of the following countries in an international diplomatic conference: the US, the USSR, Egypt, Great Britain, France, and Indonesia.	Students then analyze Nasser’s 1956 speech as primary source evidence for their participation in a mock Suez Canal Conference, where groups represent one of the following countries in an international diplomatic conference: the US, the USSR, Egypt, Great Britain, France, <u>and Israel, and Indonesia.</u>	<p>Israel was one of the four countries directly involved in this conflict, in addition to Egypt, France, and Great Britain, so its omission is, at a minimum, factually inaccurate. ICS is unclear why Indonesia is included alongside the main players in this conflict.</p> <p>See attached document (“ICS Review of “The Cold War, Lesson #2: Decolonization History Blueprint,</p>

					CHSSP Excerpted in the 2014-2016 2 nd Draft of History-Social Science Framework for California Public Schools February 2016) for additional suggested comments.
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6)

Comment	Grade	Location	Framework	ICS's Recommended Revision	ICS's Comment
#3084	10	p. 459, lines 695-697	Students should learn about the significance of postwar agreements in setting the world map and basis for future conflicts by addressing the question: How was the Balfour Declaration implemented?	Students should learn about the significance of <u>the critical postwar documents and agreements, dating from the WWI period and post-war</u> , in setting the world map and basis for future conflicts by addressing the question: How was the Balfour Declaration implemented? What agreements dating from the WWI period and post-war, impacted the map of the Middle East? The following relevant primary sources should be examined: the "Letter from British High Commissioner Sir Henry McMahon to Sharif Hussein of Mecca" (1915), the Sykes-Picot Agreement (1916), the "Balfour Declaration" (1917), the Faisal-Weizmann Agreement (1919), the Covenant of the League of Nations, Article 22 (1919), and the San Remo Resolution (1920).	<p>The text states that "Students should learn about the Balfour Declaration (which was dates from World War I, rather than the post-war period), but it does not instruct students about other critical documents and agreements, both dating from the war period and post-war, that impacted the map of the Middle East.</p> <p>These relevant primary source documents should be examined by students (as listed in the column to the left).</p>

7) Minor Factual Corrections

A.

Comment	Grade	Location	Framework	ICS's Recommended Revision	ICS's Comment
#3084	10	p. 459, lines 692-697	The political and social map of the Middle East continued to be redrawn through Britain's Balfour Declaration of 1917, which granted Jews involved in the Zionist	The political and social map of the Middle East continued to be redrawn <u>through European involvement in the region following WWI. Britain's</u> The Balfour Declaration of 1917 stated Britain's support for a Jewish homeland. In addition, the British promised self-rule for Arabs to Sharif	The description of the Balfour Declaration should be corrected. The text for Grade 10 incorrectly asserts that Britain's 1917 Balfour Declaration "granted Jews involved in the Zionist movement a homeland in Palestine."

			movement a homeland in Palestine.	Hussein of Mecca, who believed that all of the region would be included in his state. which granted Jews involved in the Zionist movement a homeland in Palestine.	The Balfour Declaration did not actually grant the Jews a thing. Rather, it only stated Britain's support for a Jewish homeland.
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B.

Comment	Grade	Location	Framework	ICS's Recommended Revision	ICS's Comment
#3168	10	p. 479, lines 1090-1092	Students should return back to the Balfour Declaration and recall the competing interests in the creation of Israel.	Students should return back to the Balfour Declaration and to the other relevant agreements dating from WWI and post-war, all of which wrote the map of the Middle East, and recall the competing interests in the creation of Israel.	Changes made to Grade 10,(p.459, lines 695-697) regarding the Balfour Declaration and the other important WWI-era and post-war agreements and documents should be applied here as well, for consistency's sake.